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IDENTIFIERS Blooms Taxonomy of Educational Objectives

ABSTRACT

This twelfth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing the skills needed to employ oral questioning techniques. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

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ED149076

MODULE

C-12

Employ Oral Questioning Techniques

MODULE C-12 OF CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 312

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Oral questioning can be one of the most versatile and effective teaching-learning techniques. Due to the nature of the classroom situation, oral activities comprise a major portion of the total student-teacher interaction. To be effective, the teacher needs to know how to utilize the time spent in oral communication profitably. Teachers need to develop good questioning skills so that the questions they ask will (1) require students to think critically, and (2) provide feedback to the teachers as to student understanding of the topic(s) being discussed.

Good questions require careful thought and precise wording. While it may be easy to ask simple "yes" or "no" questions, they can also be answered without much thought on the part of the students. To ask good questions, it is necessary for you to be aware of techniques for stating questions which—

- assess student understanding of a given concept, principle, or procedure
- ask the student to describe how, state why, indicate the circumstances, etc.
- motivate the student to use higher thinking processes (analysis and synthesis, not mere recall)
- require carefully thought-out responses by the student

In order to be an effective oral questioner, you need to understand the characteristics of, and techniques involved in, effective oral questioning. This module is designed to give you that understanding and to help you develop skill in employing oral questioning techniques.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, employ oral questioning techniques. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 37–38 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures involved in effective oral questioning (*Learning Experience I*).
2. After selecting a student performance objective in your occupational specialty, develop a series of oral questions relating to that objective (*Learning Experience II*).
3. In a simulated classroom situation, employ oral questioning techniques in a lesson (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Sanders, Norris M. *Classroom Questions—What Kinds?* New York, NY: Atherton Press, 1964.

Learning Experience II

Required

A resource person to evaluate your competency in preparing a series of oral questions.

Learning Experience III

Required

2–5 peers to role-play students to whom you are presenting a lesson, and to critique your performance in employing oral questioning techniques. If peers are unavailable, you may present your lesson to your *resource person*.

Optional

A resource person to evaluate your competency in developing a lesson plan.

Videotape or audiotape equipment for taping, viewing or listening to, and self-evaluating your presentation.

A locally-produced videotape of a teacher employing oral questioning techniques which you can view for the purpose of critiquing that teacher's performance.

Videotape equipment for viewing a videotaped presentation involving the use of oral questioning techniques.

Learning Experience IV

Required

An actual school situation in which you can employ oral questioning techniques.

A resource person to assess your competency in employing oral questioning techniques.

This module covers performance element number 102 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

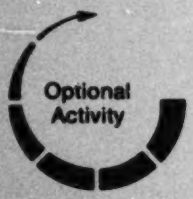
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using the Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the techniques and procedures involved in effective oral questioning.

You will be reading the information sheet, Employing Oral Questioning Techniques, pp. 6–11.



You may wish to read the supplementary reference, Sanders, *Classroom Questions—What Kinds?*, pp. 1–11.

You will be demonstrating knowledge of the techniques and procedures involved in effective oral questioning by completing the Self-Check, pp. 11–12.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 13.

Activity

For information concerning the purposes, limitations, and characteristics of oral questioning, and the techniques involved in employing oral questioning, read the following information sheet:

EMPLOYING ORAL QUESTIONING TECHNIQUES

"To question well is to teach well." Socrates would have agreed with this statement. He used questioning to the exclusion of all other methods. In teaching today, however, we recognize that oral questioning is one of several important teaching methods.

Advantages

Oral questioning is an effective way to stimulate student motivation and participation. Questioning provides for **involvement** of all students. In addition, it focuses student attention and develops interest and curiosity. The effective use of the oral questioning technique provides students with opportunities to practice self-expression and to have their knowledge used as a class resource. At the same time, it allows variety to be added to the lesson.

Logically sequenced questions can stimulate logical and critical thinking and serve as a guide to reasoning. Also, use of questions directed at different levels of knowledge can lead students into the different levels of thinking.

An important outcome of using questions is that the special abilities and interests of individual students are discovered. Students often acquire special knowledge and skills through hobbies, work experience, and/or family activities. A good teacher uses these special abilities and interests as an additional class resource to promote learning.

The oral questioning technique can be used for a variety of purposes. It can be used to introduce, summarize, or review a lesson; to clarify points previously made; or to bring up points omitted. Other uses include bringing reading assignments into focus, developing new insights and promoting understanding, developing attitudes and values, and teaching students to **use** ideas rather than simply memorize them.

Oral questioning can provide important evaluation information. The students' preparation for the lesson can be tested (e.g., through questioning, you can determine if they read and/or understood the homework assignment). Questions during the introduction can serve as a pretest of students' knowledge level. Also, using questions during the lesson can provide immediate feedback on how student learning is progressing. Incorporating questions in the lesson summary and review can provide at least a partial evaluation of the extent to which the instructional objectives have been achieved by students.

Limitations

The use of oral questioning presents some limitations. Questions directed at large groups are often difficult to hear. The same is true of student responses. One way to overcome this difficulty is for the teacher to repeat the questions and responses that may not have been heard by all persons. In addition, questioning involves considerable class time as compared to other techniques requiring less student involvement.

The individual characteristics of students can also affect the success of oral questioning techniques. Shy students are sometimes reluctant to participate in question-and-answer sessions. The teacher's role in providing a secure, non-critical classroom environment is important here. If the

shy student is made to feel comfortable and unthreatened, he/she may be more willing to participate. There is also a tendency for a small group of students to dominate the discussion. This can be prevented by distributing the questions among all students.

Characteristics of Good Questions

Student learning can be greatly stimulated by the use of oral questioning techniques. In addition, use of these techniques can provide the teacher with continuous feedback as the lesson is being taught. However, any advantages that may result from use of oral questioning may be destroyed if good questions are not asked. The teacher should carefully plan good questions and should write them out in the lesson plan. This planning, how-

ever, should not be so rigid that it does not allow for spontaneous questions in response to student interest.

A good question should be—

- concise and include only one idea
- short enough for students to remember
- timely, interesting, thought provoking, and relevant to the lesson being taught
- stated in language familiar to students (a question is not the place to introduce new terms)
- stated to stress key points of a major lesson topic
- stated to require more than a guessing response
- stated to require more than a simple "yes" or "no"
- stated in such a way that it does not suggest the answer

Types and Levels of Questions

Questions can be classified according to the level of knowledge required for the correct response. Bloom's[1] taxonomy of educational objectives can also be applied to questions. Each level is progressively more complex and each is built on all levels below it.

Beginning with the lowest level, Bloom's taxonomy as adapted for questions is as follows.

1. **Knowledge.**—The knowledge level requires only recall or recognition from memory for a response; for example:

- What is the formula for computing board feet?
- What is the definition of viscosity?
- What are the main parts of a business letter?
- What are the four ingredients used to make concrete?
- What are the common and scientific names of flowers projected by the opaque projector?
- Should trees be transplanted during the month of August?

In general, questions requiring a simple "yes" or "no" answer (e.g., the last example above on transplanting trees) should be used sparingly. Simple recall questions can be used in introducing a lesson, or as the first question in a series of questions that progress to a higher level of difficulty. In situations in which a student gives an incorrect response to a higher level question, the teacher may lead the student logically to the correct response by asking simpler questions in order to review the information necessary to answer the question.

2. **Comprehension.**—Three sub-levels of knowledge are involved in comprehension. They are—

a. **Translation.**—The translation sub-level involves transferring from one set of symbols to another; for example:
   - State in your own words the definition of merchandising given in our textbook.
   - Explain the directions for mixing concrete given in the bulletin.
   - Draw a picture to illustrate strip cropping.

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1. Benjamin S. Bloom (Ed.), *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain* (New York, NY: David McKay Company, 1956).

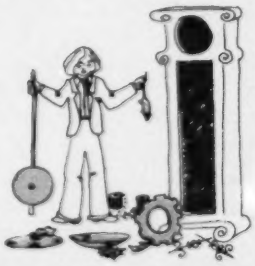
b. **Interpretation.**—The interpretation sub-level involves explaining the meaning of something; for example:
- What does the graph show to be the point of diminishing returns?
- What does the table show would be the curing time for concrete poured at 60 degrees F.?
- What trends are shown by the clothing price summary for the past ten years?

c. **Extrapolation.**—The extrapolation sub-level involves inferring, projecting, or extending from known information into an area not known or experienced, or extending the meaning of major ideas beyond the limits of the information presented; for example:
- What is the general need for water conservation based on our study of the present supply?
- Considering the properties and price of the new synthetic oils, what would you predict to be the uses that will be made of synthetic oil?
- What will be the trend in job opportunities for practical nurses given the general forecasts in the *Occupational Outlook Handbook*?
- Use your knowledge about hair styling to predict the relative time required to create each of the basic styles.

3. **Application.**—The application level requires the solving of practical problems through selection and use of ideas, principles, and theories (i.e., using what has been learned in particular concrete situations). For example:

- Apply the principles of induction and magnetism to explain how a generator works.
- Use your knowledge of the basic colors to explain how secondary colors can be made.
- Using your knowledge of what makes a good fertilizer mixture for corn planted after sod, explain what fertilizer ratio and rate per acre you would recommend.

4. **Analysis.**—The analysis level requires breaking a whole down into its component parts and determining the relationship between the parts; for example:



- Which of the statements in the article on floral design are inconsistent?
- What is causing the car we have tested for malfunctions not to start?
- What relationships exist among the different synthetic fibers used to make cloth?

5. **Synthesis.**—The synthesis level requires putting together parts and elements to form a new whole or pattern (i.e., using concepts, principles, and/or ideas already learned to make a new product). For example:

- What overall wildlife conservation plan will meet the needs identified in the community survey?
- What type of management plan is needed to profitably integrate all the crop and animal enterprises now grown on the farm?
- Using current prices of different feeds, what would be a least-cost livestock ration for a pregnant 1,000 pound cow producing 50 pounds of milk daily?

6. **Evaluation.**—The evaluation level requires making judgments based on specific criteria rather than opinions; for example:

- Applying the criteria provided, which of the following three wildlife conservation plans would be most effective?
- How would you evaluate the proposed farm management plan, using the profit available for family living as the criterion?
- Given the following criteria, how would you judge and rank each of the ten displays?

Oral questions at the analysis, synthesis, and evaluation levels can be used very effectively to summarize class activities. Questions at this level also may be used to guide students in study assignments and problem-solving activities.

The levels of questions provide guidance in developing a logical sequence of questions. Because each level is based on all levels below it, you can plan the sequence by moving from lower-level to higher-level questions. For example, the application level is based on the knowledge and comprehension levels. Thus, the question sequence would start with the knowledge level, followed by comprehension level, and then application level.

One final comment should be made on levels of questions. The focus of this module is on the effective uses of oral questioning as a teaching technique. Although you need to be able to recognize and write questions at the various levels, your emphasis should be on achieving competency in the **use** of oral questions in the classroom.

Good Questioning Techniques

The general sequence of oral questioning is as follows. The teacher (1) asks a good question of the total class (e.g., "How does texture in clothing materials affect color?"), (2) pauses to give students time to formulate their answers, (3) directs the question to a specific student (e.g., "Carl?"), and then (4) gives the student time to reply, and gives attention and consideration to his/her response. Ideally, Carl's response will stimulate student questions which the teacher, in turn, can direct to other members of the class.

Questions should be distributed among class members so that each student has the opportunity to participate. One way to assure that a student who generally has difficulty in responding to questions can participate is to ask a question based on his/her past experience. Questions should be asked in a normal conversational tone loud enough for all class members to hear. The teacher should reward correct responses (e.g., "Yes," "That's right," "Good," or "Correct") and avoid being critical of incorrect or incomplete answers.

Questions should be presented in a logical sequence, and student responses should be repeated by the teacher for special emphasis or clarity. Bring other students into the discussion by asking them to react to the first student's answer.

Encourage students to go beyond the first answer. Encourage them to expand and clarify an idea and to back it up with the facts and illustrations. Include "why" and "how" explanations with "yes" and "no" questions. Strike a balance between "fact" and "thought" questions.

Inattentive students can often be brought into the discussion by directing a question to them. In general, the teacher should not repeat a question unless the question was directed at a large group and might not have been heard. This can encourage inattention and poor listening habits. Another student can be asked to repeat the question, if necessary.

Finally, avoid asking questions of the class in general. This encourages several students to speak at once. Rather, ask volunteers to raise their hands and select from those students.

Handling Student Answers

Constructing a good question and asking it in the correct way is the first of two steps in effective oral questioning. The second step is the proper handling of student answers.

Groisser[2] believes that the handling of student answers is the real test of the good teacher. He categorized student responses into (1) correct answers, (2) partially correct answers, (3) incorrect answers, and (4) no answer at all. The suggested practices for each category below are synthesized from Groisser.

Correct Answers.—Reward correct answers with responses of recognition or praise (e.g., "Very good," or "That's correct"). Rewarding of correct answers encourages subsequent student participation and establishes the answer as being correct.

Lengthy student answers covering several key points can be broken down by asking other students to explain or expand on individual points in

2. Philip Groisser, *How to Use the Fine Art of Questioning* (New York, NY: Atherton Press, 1964), pp. 5–20, 38–53.

the response. Frequent lengthy responses by students may indicate that the teacher's questions are too broad.

Partially Correct Responses.—When a student's answer is partially correct, give credit for the correct part and work to improve the incorrect part. A teacher could say, "You are correct, Mary. Let's see if someone can enlarge upon your answer." He/she could then ask another student to expand upon the response. For example, "John, can you add anything to Mary's answer?"

Incorrect Answers.—When a totally incorrect answer to a question is given, the teacher may give a noncritical response. For example, the teacher could say, "A good try, but the main point of the question was overlooked," and refer the question to another student. The teacher also could choose to ask the same student other questions to logically lead the student to the correct answer. Another technique is to tell the student who gave the wrong answer that you will come back to him/her later for repetition or restatement. This is effective for the students who learn less rapidly and makes them responsible for a correct answer later in the period.

Occasionally, a student will misconstrue a question and give an irrelevant answer. Handle this by pointing out, "This would get us off the topic," or "The answer was good, but it didn't answer the question that was asked."

No Answer at All.—If one student is unable to respond at all, direct the question to another student. If several students are unable to give a response, try rephrasing the question into simpler terms. If there is still no response, you may want to reteach that concept or ask the students to find the answer from reference materials.

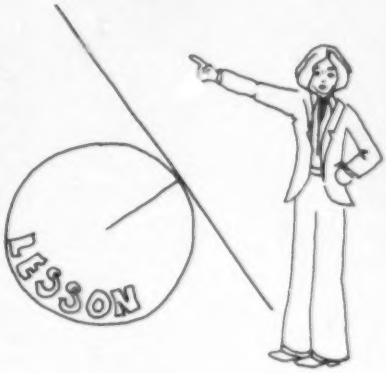
The frequent need to rephrase questions may indicate the need for more careful planning in constructing good questions.

Sarcasm should never be used by a teacher in questioning. Never label a student response as "stupid" or "what might be expected from someone who had not read the homework assignment." All honest answers should be accepted as contributions and used as an opportunity to develop further learning. Remember, if students knew all the answers, the subject would already be taught. Using wrong answers for learning is part of good teaching.

Handling Student Questions

Questions from students are a sign of a healthy learning environment, one in which students are inquisitive and searching for answers. Lesson planning by the teacher should include anticipation of student questions.

The teacher can handle student questions which are off the topic by offering to discuss the subject with the student on an individual basis after class. This avoids moving the lesson off on a tangent (which may have been the student's intent), while at the same time, the student's question is accepted as a contribution.



Referring a student's question to the class for an answer is a good teaching technique. For example, "Bill, what is the answer to Mary's question?"

Whenever the teacher or the class cannot answer a relevant question, the teacher should admit he/she does not know the answer and promise to find it. At the same time, the teacher may ask the student to look up the answer himself/herself, and then they can compare answers during a later class period.

Occasionally, a student will attempt to "sharpshoot" the teacher by asking difficult questions about the topic. The teacher can respond with, "The class would be interested in knowing the answer to your question. Please look up the answer in _____ reference and report back to the class tomorrow."

Students may use incorrect grammar in their questions or their answers. Indicate the correct grammar usage by restating the student's statement in correct grammar or by saying, "You mean _____." Be careful not to discourage students by interrupting them before they are finished or by using a critical tone.

The principle of positive teacher acceptance of all honest student participation applies to student questions as well as to student responses to teacher questions. The challenge to the teacher is to encourage student participation and use it for the development of further learning.

Optional Activity

For further information on employing oral questioning techniques, you may wish to read Sanders, *Classroom Questions—What Kinds?*, pp. 1–11.

Activity

The following items check your comprehension of the material in the information sheet, Employing Oral Questioning Techniques, pp. 6–11.

SELF-CHECK

I. Matching:

On the line to the left of each phrase in Column A, write the letter of the term in Column B that best matches the phrase.

Column A

____1. student makes a judgment based on criteria
____2. student changes information into a different symbolic form
____3. student recalls information
____4. student discovers relationships
____5. student solves a problem

Column B

a. Knowledge
b. Comprehension—translation
c. Comprehension—interpretation
d. Analysis
e. Evaluation
f. Application

II. Multiple Choice:

Each of the incomplete statements listed below is followed by several words or phrases. From these, you are to choose the one which completes the statement most correctly. Place the letter of that answer (a, b, c, or d) in the blank at the left of the item.

____1. The type of question which is often overused by teachers is—
   a. knowledge level
   b. application level
   c. evaluation level
   d. analysis level

____2. The taxonomy should be used—
   a. to classify every question into a single category
   b. to select simple questions from lower categories and harder questions from higher categories
   c. to select questions from all categories at appropriate levels of complexity
   d. all of the above

____3. Oral questions should be devised to take into consideration—
   a. the student's intellectual processes
   b. the emotional atmosphere of the classroom
   c. the students' in-school and out-of-school experiences
   d. all of the above

____4. The oral questioning technique is an important aid in stimulating thinking because it will—
   a. arouse interest
   b. promote understanding
   c. develop new insights
   d. all of the above

____5. Oral questions are used—
   a. in all situations
   b. to lead students into all kinds of thinking
   c. to get students just to recall facts
   d. to encourage bright students to answer difficult questions

____6. The purpose of a question such as "Why would a writer choose to publish under an assumed name?" is—
   a. to stimulate interest
   b. to stimulate logical or critical thinking
   c. all of the above
   d. none of the above

Feedback

Compare your written responses on the Self-Check with the Model Answers given below. Your responses should exactly duplicate the model responses.

MODEL ANSWERS

I. Matching:

1. e
2. b
3. a
4. c
5. d

II. Multiple Choice:

1. a
2. c
3. d
4. d
5. b
6. c

LEVEL OF PERFORMANCE: Your completed Self-Check should exactly duplicate the model responses. If you did not have all 11 correct, review the material in the information sheet, Employing Oral Questioning Techniques, pp. 6–11, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

Enabling Objective

After selecting a student performance objective in your occupational specialty, develop a series of oral questions relating to that objective.

Activity

You will be selecting a student performance objective in your occupational specialty, and briefly outlining the material you would be covering in each of the major lesson components: introduction, lesson content, and summary.

Activity

You will be preparing a series of oral questions relating to the material in one or more of the lesson components, as appropriate.

Feedback

Your questions will be evaluated by your resource person, using the Taxonomy of Questions Checklist, p. 17.

Select a student performance objective in your occupational specialty. Then, briefly outline the material you would cover to introduce, present, and summarize a lesson designed to achieve that objective. You may use a lesson plan you have developed previously.

Prepare two or three oral questions at each of the six taxonomic levels which could help you introduce, present, or summarize that material. When writing questions at the "Comprehension" level, write one question at each of the three sub-levels. Number each question for easy reference during feedback.

After you have developed your oral questions, arrange to have your resource person review and evaluate your questions. Give him/her the Taxonomy of Questions Checklist, p. 17, to use in evaluating your work.

TAXONOMY OF QUESTIONS CHECKLIST

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO box to indicate whether all questions met or did not meet each applicable criterion. For any question(s) which did not meet a criterion, specify the number(s) of the question(s) in the space provided for comments.

	Yes	No	Comments
1. The *knowledge* questions required the recall or recognition of information	☐	☐	
2. A *comprehension* question was written at each of the following sub-levels:			
a. Translation—to transfer from one set of symbols to another	☐	☐	
b. Interpretation—to explain the meaning of something	☐	☐	
c. Extrapolation—to infer, project, or extend from known information into an area not known or experienced	☐	☐	
3. The *application* questions involved the solving of practical problems through selection and use of ideas, principles, and theories; using what has been learned in particular concrete situations	☐	☐	
4. The *analysis* questions required breakdown of a whole into its component parts and determination of the relationship between the parts	☐	☐	
5. The *synthesis* questions involved putting together parts and elements to form a new whole or patterns; using concepts, principles, and/or ideas already learned to make a new product	☐	☐	
6. The *evaluation* questions required the making of judgments—good or bad, right or wrong—based on specified criteria rather than opinions	☐	☐	

LEVEL OF PERFORMANCE: All items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Employing Oral Questioning Techniques, pp. 6–11, revise your questions accordingly, or check with your resource person if necessary.

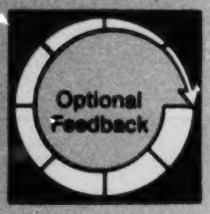
NOTES

Learning Experience III

OVERVIEW

In a simulated classroom situation, employ oral questioning techniques in a lesson.

You will be selecting a student performance objective in your occupational specialty, and selecting, modifying, or developing a lesson plan designed to achieve that objective, giving special attention to the use of oral questioning techniques.



You may wish to have your resource person review the adequacy of your plan.

You will be presenting the lesson to a group of peers, or to your resource person.

You may wish to record your presentation on audiotape or videotape for self-evaluation purposes.

Your competency in employing oral questioning techniques will be evaluated by your peers, or by your resource person, using the Lesson Presentation Checklist, pp. 23–34.

Optional Feedback

If you record your presentation on videotape or audiotape, you may wish to evaluate your own performance, using the Lesson Presentation Checklist, pp. 23–34.

Optional Activity

You may wish to view a locally produced videotape of a teacher employing oral questioning techniques, and to critique that teacher's performance.

Select a student performance objective in your occupational specialty and develop a detailed lesson plan for achieving that objective. As part of your plan, develop a series of oral questions to direct and motivate students' thinking throughout the lesson in a well-organized and meaningful way. Be sure to include questions at the "application" and above levels. Instead of developing a lesson plan, you may select a lesson plan that you have developed previously, and adapt that plan so that it includes the use of oral questioning techniques.

You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

In a simulated classroom situation, present your lesson to a group of two to five peers. These peers will serve two functions: (1) they will role-play the students to whom you are presenting your lesson, and (2) they will evaluate your performance. If peers are not available to you, you may present your lesson to your resource person.

If you wish to self-evaluate, you may record your performance on videotape or audiotape so you may view/listen to your own presentation at a later time.

Multiple copies of the Lesson Presentation Checklist are provided in this learning experience. Give a copy to each peer, or to your resource person, before making your presentation in order to ensure that each knows what to look for in your lesson. However, indicate that during the lesson, all attention is to be directed toward you, and that the checklists are to be completed **after** the lesson is finished.

If you recorded your lesson on videotape or audiotape, you may wish to self-evaluate using a copy of the Lesson Presentation Checklist.

Your institution may have available videotapes showing examples of teachers employing oral questioning techniques. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in employing oral questioning techniques, using the criteria provided in this module, or critique forms or checklists provided by your resource person.

NOTES

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The teacher used oral questions that were:				
1. clear, definite, and concise, and included only one idea	☐	☐	☐	☐
2. interesting, timely, and thought-provoking	☐	☐	☐	☐
3. designed to require more than a "yes" or "no" answer	☐	☐	☐	☐
4. adapted to individual differences	☐	☐	☐	☐
5. challenging and not obvious	☐	☐	☐	☐
6. written at a variety of taxonomic levels	☐	☐	☐	☐
7. related to the lesson being taught	☐	☐	☐	☐
8. geared to illustrate key points of major lesson topics	☐	☐	☐	☐
In the lesson, the teacher:				
9. used the questions to draw information from the students	☐	☐	☐	☐
10. asked a question, paused to give the students time to think about the question, and then called on a student	☐	☐	☐	☐
11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (before answering the question himself/herself or calling on someone else.)	☐	☐	☐	☐
12. presented the questions in an orderly sequence	☐	☐	☐	☐
13. directed his/her questions so that each student was able to participate	☐	☐	☐	☐
14. reacted favorably toward the students' answers to questions (for example, gave attention and consideration to the students' answers)	☐	☐	☐	☐
15. asked questions which the student could answer from past experience	☐	☐	☐	☐

	N/A	No	Partial	Full
16. asked questions which were clear and short enough to remember	☐	☐	☐	☐
17. required the student to go beyond his/her first answer (for example, encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers)	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The teacher used oral questions that were:				
1. clear, definite, and concise, and included only one idea	☐	☐	☐	☐
2. interesting, timely, and thought-provoking	☐	☐	☐	☐
3. designed to require more than a "yes" or "no" answer	☐	☐	☐	☐
4. adapted to individual differences	☐	☐	☐	☐
5. challenging and not obvious	☐	☐	☐	☐
6. written at a variety of taxonomic levels	☐	☐	☐	☐
7. related to the lesson being taught	☐	☐	☐	☐
8. geared to illustrate key points of major lesson topics	☐	☐	☐	☐
In the lesson, the teacher:				
9. used the questions to draw information from the students	☐	☐	☐	☐
10. asked a question, paused to give the students time to think about the question, and then called on a student	☐	☐	☐	☐
11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (before answering the question himself/herself or calling on someone else.)	☐	☐	☐	☐
12. presented the questions in an orderly sequence	☐	☐	☐	☐
13. directed his/her questions so that each student was able to participate	☐	☐	☐	☐
14. reacted favorably toward the students' answers to questions (for example, gave attention and consideration to the students' answers)	☐	☐	☐	☐
15. asked questions which the student could answer from past experience	☐	☐	☐	☐

	N/A	No	Partial	Full
16. asked questions which were clear and short enough to remember	☐	☐	☐	☐
17. required the student to go beyond his/her first answer (for example, encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers)	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The teacher used oral questions that were:				
1. clear, definite, and concise, and included only one idea	☐	☐	☐	☐
2. interesting, timely, and thought-provoking	☐	☐	☐	☐
3. designed to require more than a "yes" or "no" answer	☐	☐	☐	☐
4. adapted to individual differences	☐	☐	☐	☐
5. challenging and not obvious	☐	☐	☐	☐
6. written at a variety of taxonomic levels	☐	☐	☐	☐
7. related to the lesson being taught	☐	☐	☐	☐
8. geared to illustrate key points of major lesson topics	☐	☐	☐	☐
In the lesson, the teacher:				
9. used the questions to draw information from the students	☐	☐	☐	☐
10. asked a question, paused to give the students time to think about the question, and then called on a student	☐	☐	☐	☐
11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (before answering the question himself/herself or calling on someone else.)	☐	☐	☐	☐
12. presented the questions in an orderly sequence	☐	☐	☐	☐
13. directed his/her questions so that each student was able to participate	☐	☐	☐	☐
14. reacted favorably toward the students' answers to questions (for example, gave attention and consideration to the students' answers)	☐	☐	☐	☐
15. asked questions which the student could answer from past experience	☐	☐	☐	☐

	N/A	No	Partial	Full
16. asked questions which were clear and short enough to remember	☐	☐	☐	☐
17. required the student to go beyond his/her first answer (for example, encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers)	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
The teacher used oral questions that were:				
1. clear, definite, and concise, and included only one idea	☐	☐	☐	☐
2. interesting, timely, and thought-provoking	☐	☐	☐	☐
3. designed to require more than a "yes" or "no" answer	☐	☐	☐	☐
4. adapted to individual differences	☐	☐	☐	☐
5. challenging and not obvious	☐	☐	☐	☐
6. written at a variety of taxonomic levels	☐	☐	☐	☐
7. related to the lesson being taught	☐	☐	☐	☐
8. geared to illustrate key points of major lesson topics	☐	☐	☐	☐
In the lesson, the teacher:				
9. used the questions to draw information from the students	☐	☐	☐	☐
10. asked a question, paused to give the students time to think about the question, and then called on a student	☐	☐	☐	☐
11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (before answering the question himself/herself or calling on someone else.)	☐	☐	☐	☐
12. presented the questions in an orderly sequence	☐	☐	☐	☐
13. directed his/her questions so that each student was able to participate	☐	☐	☐	☐
14. reacted favorably toward the students' answers to questions (for example, gave attention and consideration to the students' answers)	☐	☐	☐	☐
15. asked questions which the student could answer from past experience	☐	☐	☐	☐

	N/A	No	Partial	Full
16. asked questions which were clear and short enough to remember	☐	☐	☐	☐
17. required the student to go beyond his/her first answer (for example, encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers)	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
The teacher used oral questions that were:				
1. clear, definite, and concise, and included only one idea	☐	☐	☐	☐
2. interesting, timely, and thought-provoking	☐	☐	☐	☐
3. designed to require more than a "yes" or "no" answer	☐	☐	☐	☐
4. adapted to individual differences	☐	☐	☐	☐
5. challenging and not obvious	☐	☐	☐	☐
6. written at a variety of taxonomic levels	☐	☐	☐	☐
7. related to the lesson being taught	☐	☐	☐	☐
8. geared to illustrate key points of major lesson topics	☐	☐	☐	☐
In the lesson, the teacher:				
9. used the questions to draw information from the students	☐	☐	☐	☐
10. asked a question, paused to give the students time to think about the question, and then called on a student	☐	☐	☐	☐
11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (before answering the question himself/herself or calling on someone else.)	☐	☐	☐	☐
12. presented the questions in an orderly sequence	☐	☐	☐	☐
13. directed his/her questions so that each student was able to participate	☐	☐	☐	☐
14. reacted favorably toward the students' answers to questions (for example, gave attention and consideration to the students' answers)	☐	☐	☐	☐
15. asked questions which the student could answer from past experience	☐	☐	☐	☐

	N/A	No	Partial	Full
16. asked questions which were clear and short enough to remember	☐	☐	☐	☐
17. required the student to go beyond his/her first answer (for example, encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers)	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
The teacher used oral questions that were:				
1. clear, definite, and concise, and included only one idea	☐	☐	☐	☐
2. interesting, timely, and thought-provoking	☐	☐	☐	☐
3. designed to require more than a "yes" or "no" answer	☐	☐	☐	☐
4. adapted to individual differences	☐	☐	☐	☐
5. challenging and not obvious	☐	☐	☐	☐
6. written at a variety of taxonomic levels	☐	☐	☐	☐
7. related to the lesson being taught	☐	☐	☐	☐
8. geared to illustrate key points of major lesson topics	☐	☐	☐	☐
In the lesson, the teacher:				
9. used the questions to draw information from the students	☐	☐	☐	☐
10. asked a question, paused to give the students time to think about the question, and then called on a student	☐	☐	☐	☐
11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response (before answering the question himself/herself or calling on someone else.)	☐	☐	☐	☐
12. presented the questions in an orderly sequence	☐	☐	☐	☐
13. directed his/her questions so that each student was able to participate	☐	☐	☐	☐
14. reacted favorably toward the students' answers to questions (for example, gave attention and consideration to the students' answers)	☐	☐	☐	☐
15. asked questions which the student could answer from past experience	☐	☐	☐	☐

	N/A	No	Partial	Full
16. asked questions which were clear and short enough to remember	☐	☐	☐	☐
17. required the student to go beyond his/her first answer (for example, encouraged the student to expand or back up ideas with facts and illustrations; brought other students into the discussion by getting them to respond to the first student's answers)	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Learning Experience IV

FINAL EXPERIENCE

Terminal Objective

In an **actual school situation,*** employ oral questioning techniques.

Activity

As you plan your lessons, decide when oral questioning techniques could be used effectively to aid you in meeting the lesson objectives. Based on that decision, employ oral questioning techniques. This will include—

- selecting, modifying, or developing a lesson plan which includes the use of this technique to introduce, present, and/or summarize the lesson
- including in the lesson a series of oral questions at different taxonomic levels
- presenting the lesson to the class

NOTE: Your resource person may want you to submit your written lesson plan to him/her for evaluation before you present your lesson. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.

Feedback

Arrange in advance to have your resource person observe your lesson presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 37–38.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in employing oral questioning techniques.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Employ Oral Questioning Techniques (C–12)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The teacher used oral questions that were:						
1. clear, definite, and concise, and included only one idea	☐	☐	☐	☐	☐	☐
2. interesting, timely, and thought-provoking	☐	☐	☐	☐	☐	☐
3. designed to require more than a "yes" or "no" answer	☐	☐	☐	☐	☐	☐
4. adapted to individual differences	☐	☐	☐	☐	☐	☐
5. challenging and not obvious	☐	☐	☐	☐	☐	☐
6. written at a variety of taxonomic levels	☐	☐	☐	☐	☐	☐
7. related to the lesson being taught	☐	☐	☐	☐	☐	☐
8. geared to illustrate key points of major lesson topics	☐	☐	☐	☐	☐	☐
In the lesson, the teacher:						
9. used the questions to draw information from the students	☐	☐	☐	☐	☐	☐
10. asked a question, paused to give the students time to think about the question, and then called on a student	☐	☐	☐	☐	☐	☐
11. after calling on a student, provided an opportunity for that student to think about the question before requiring his/her response	☐	☐	☐	☐	☐	☐
12. presented the questions in an orderly sequence	☐	☐	☐	☐	☐	☐
13. directed his/her questions so that each student was able to participate	☐	☐	☐	☐	☐	☐
14. reacted favorably toward the students' answers to questions	☐	☐	☐	☐	☐	☐
15. asked questions which the student could answer from past experience	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
16. asked questions which were clear and short enough to remember	☐	☐	☐	☐	☐	☐
17. required the student to go beyond his/her first answer	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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